

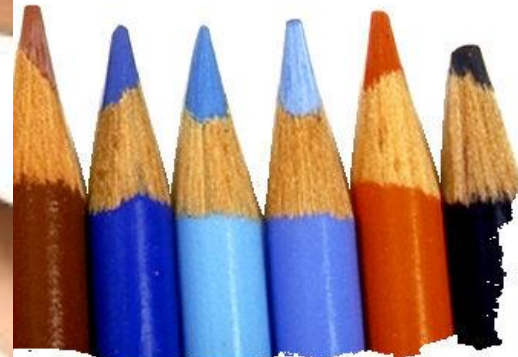
# Pre - Assessment

Use a Red Sticky Dot to rate yourself on the poster stating *Levels for Knowledge* about Differentiation.



# Hamilton City Schools

*Presented by Sylvia St. Cyr*  
*Hamilton County ESC*



# Today's Agenda... All the way to Level IV!

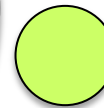
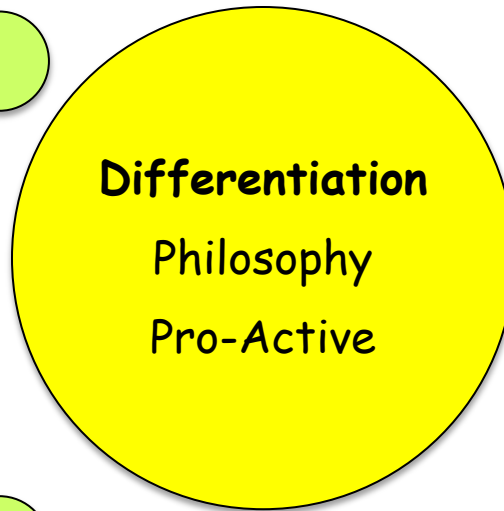
Content



Process



Product



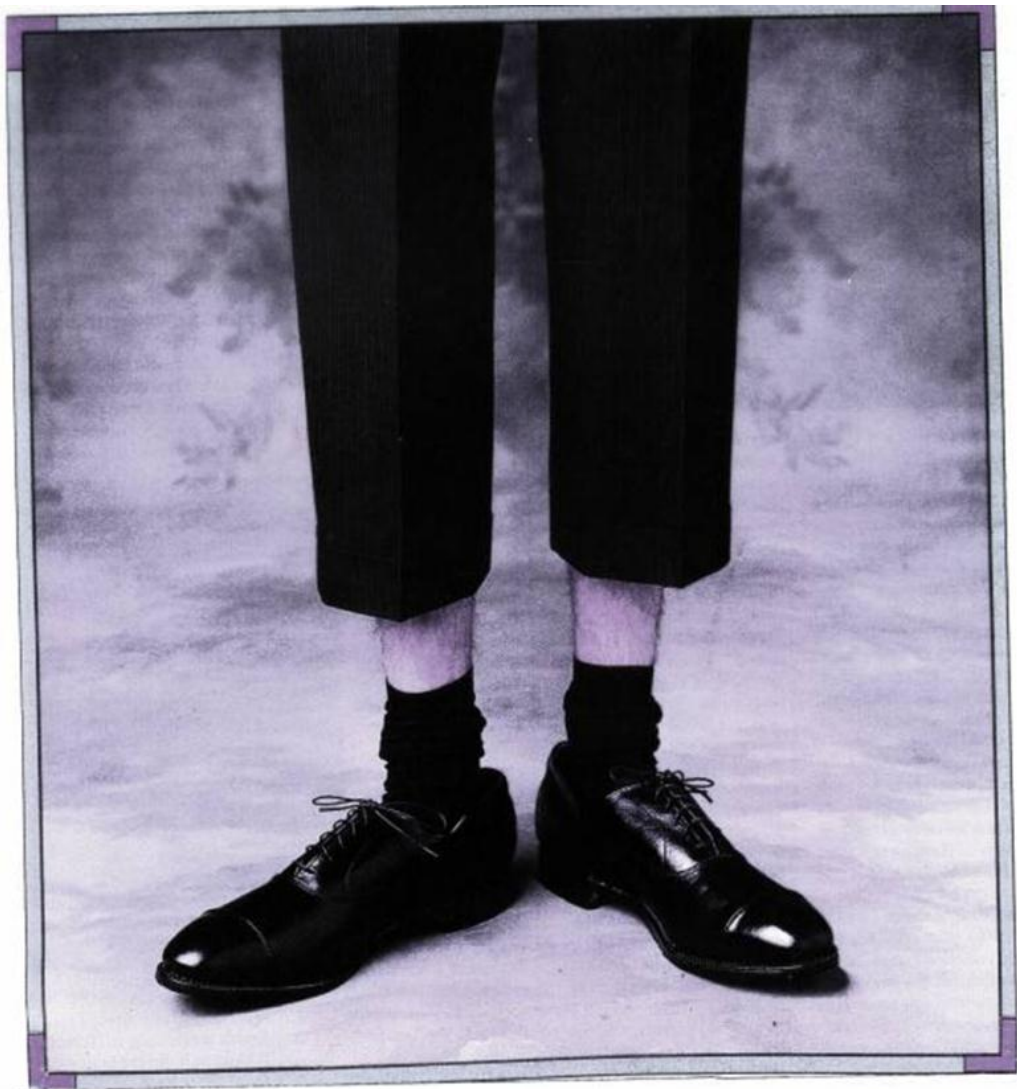


# Differentiation

Is a classroom in balance...







ONE SIZE DOES NOT FIT ALL

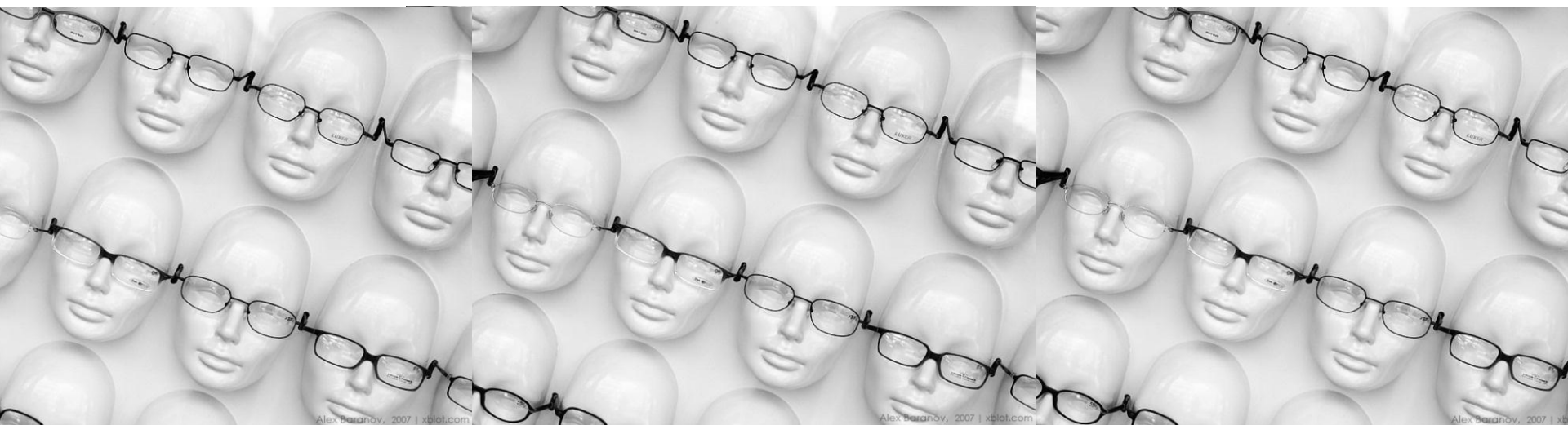
# One way to think about differentiation

Differentiation is classroom practice that looks eyeball to eyeball with the reality that kids differ, and *the most effective teachers do whatever it takes to hook the whole range of kids on learning.*



The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in *teaching them all the same subjects in the same way.*

Howard Gardner





"Defensible  
differentiation  
always teaches  
up~  
Never waters  
down"



What is DI - Differentiation Central.wmv

[Carol Ann Moment...](#)



# Philosophy of Differentiation

learning

teaching



learning

teaching



**Differentiation  
must be an extension of,  
not a  
replacement for,  
high quality  
curriculum.**



# I'm already differentiating!

The best differentiation is Pro-Active  
Not reactive...




"It means teachers proactively plan varied approaches to *what* students need to learn, *how* they will learn it, and/or how they will *show what they have learned* in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible."





# When Differentiating Instruction, The Three Most Important Questions to Continually Ask Yourself...



What do I want my students to know, understand, and be able to do?

What will I do instructionally to get my students to learn this?

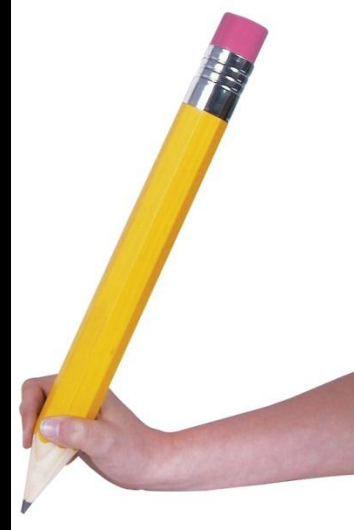
How will my students show what they know?

Differentiation encompasses:

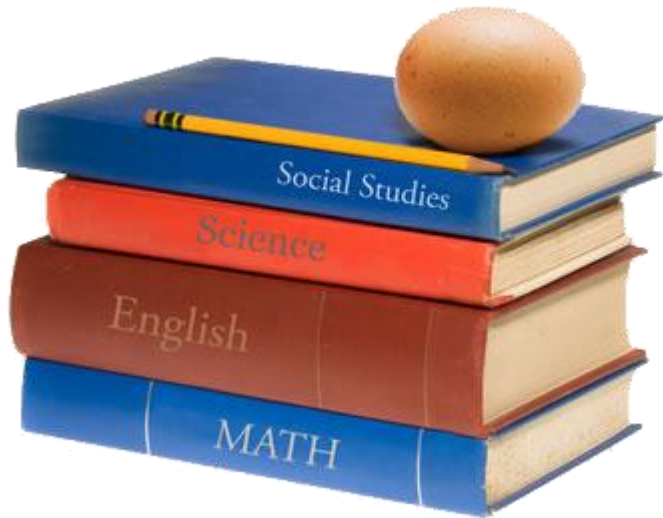
Content What

Process How

Product Assessment



# Content



is...the subject  
matter of the  
required program.  
is...what the learner  
will know.





**CONTENT** is what we want students to:

- know (facts and information)
- understand (principles, generalizations, ideas)
- be able to do (skills)

Diane Heacox, *Differentiating Instruction in the Regular Classroom*

# Content is differentiated...

(a) when you **pre-assess** students' skill and knowledge, then match learners with appropriate activities according to readiness;

(b) when you give students **choices** about topics to explore in greater depth;

(c) when you provide students with **basic and advanced resources that match their current levels of understanding.**





# Ways to Differentiate Content

- Reading Partners / Reading Buddies
- Flip Books
- Split Journals (Double Entry - Triple Entry)
- Books on Tape
- Digests/ "Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts

Think, Pair,  
Share...

What's one more?

**curriculum compacting**

Tomlinson - '00



# PROCESS

is...the cognitive, affective, and/or physical skills needed to learn the content.





**PROCESS** is the “how” of teaching. Process refers to the activities that you design to help students think about and make sense of the key principles and information of the content they are learning.



Carol Ann Tomlinson

## Thinking Skill Traits

memory/recall

differentiating

distancing

designing

**Self-Directed Learning**

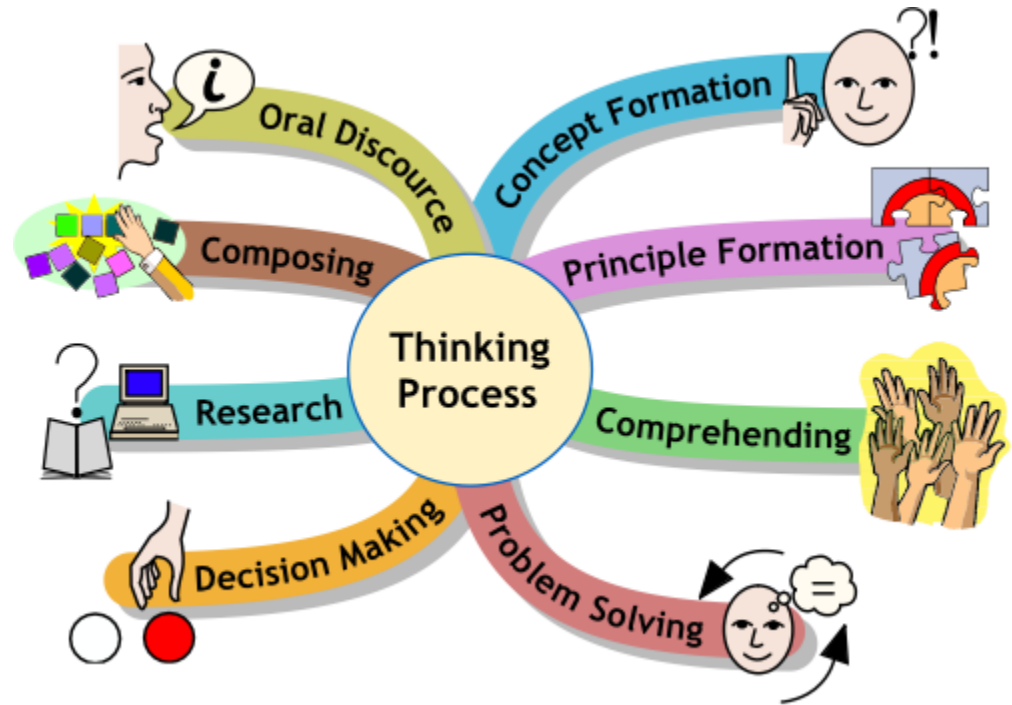
**Group Process Skills**

**Affective Learning**

**Problem-Solving**

**Evaluating Ethical Issues**

**Inquiry**



# WAYS

## TO DIFFERENTIATE PROCESS

- Fun & Games (jeopardy, Who wants to be a Millionaire, bingo)
- RAFTs \*
- Cubing, Think Dots \*
- Choices (Multiple Intelligences)
- Centers
- Stations
- Socratic Seminar
- Critical Thinking activities
- Tiered lessons





# PRODUCT

is...the observable evidence of the degree of success that the student has assimilated the content and process.

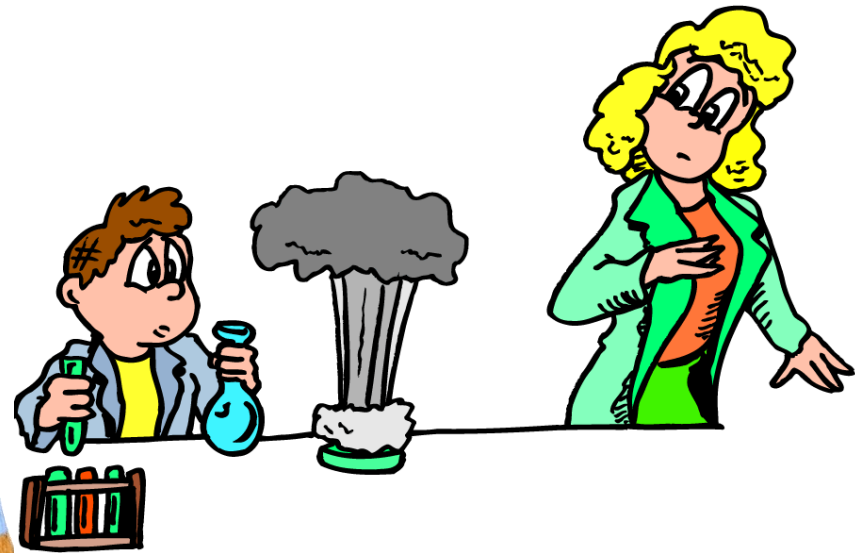
is...how the learner will express and transfer what has been learned.



# ways

## to Differentiate Product

- Choices based on readiness, interest, and learning profile
- Clear expectations
- Timelines
- Agreements
- Product Guides
- Rubrics
- Evaluation



## Examples of products:

### **Written**

letter  
essay  
journal  
story  
directions  
interpretation  
proposal  
questions  
report  
conclusion  
opinion  
**Ideas**  
design  
improvements  
invention

### **Visuals/Media**

diagram  
picture  
model  
sculpture  
diorama  
graph  
cartoon  
chart  
concept map  
simulation  
advertisement  
characterization  
video/film/slides  
computer demo  
audio

### **Arts**

dance  
drama  
recital  
music performance  
interpretation  
characterization  
**Spoken**  
debate  
recital  
role play  
characterization  
presentation  
argument  
dialog  
explanation



# Content, process or Product?



Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);

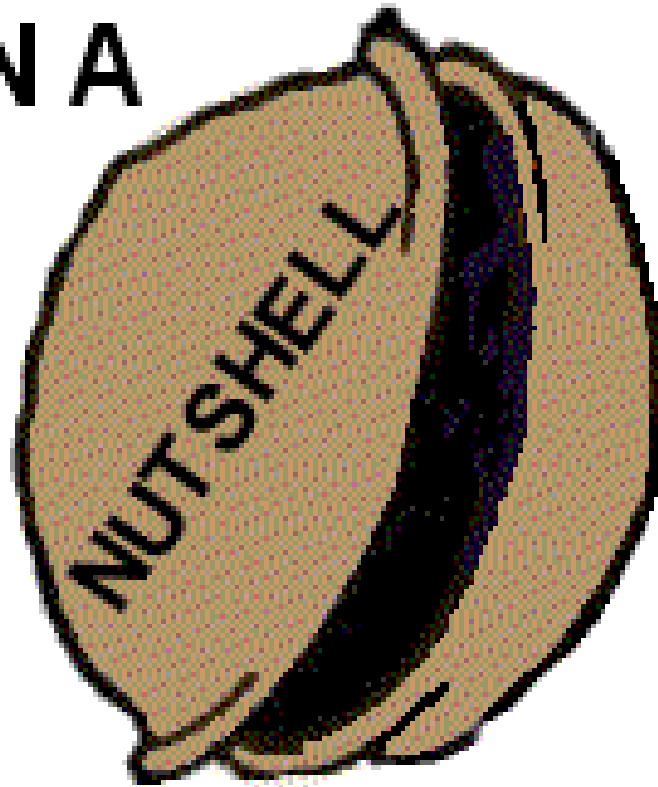
Using reading materials at varying readability levels;

Using spelling or vocabulary lists at readiness levels of students;

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Encouraging students to create their own product assignments as long as the assignments contain required elements.

# DIFFERENTIATION IN A



Curriculum: Content/Process/Product

Student: Readiness/Interest/Learning Style





**Instruction is  
Differentiated Depending  
on a Student's...**

**Learning  
Style Profile**

**Interests**

**Readiness**

**by varying  
the...**

**Content**

**Process**

**Product**



# Determine the Entry Point



# Readiness- Skill Level

***Readiness*** is a student's entry point relative to a particular understanding or skill.



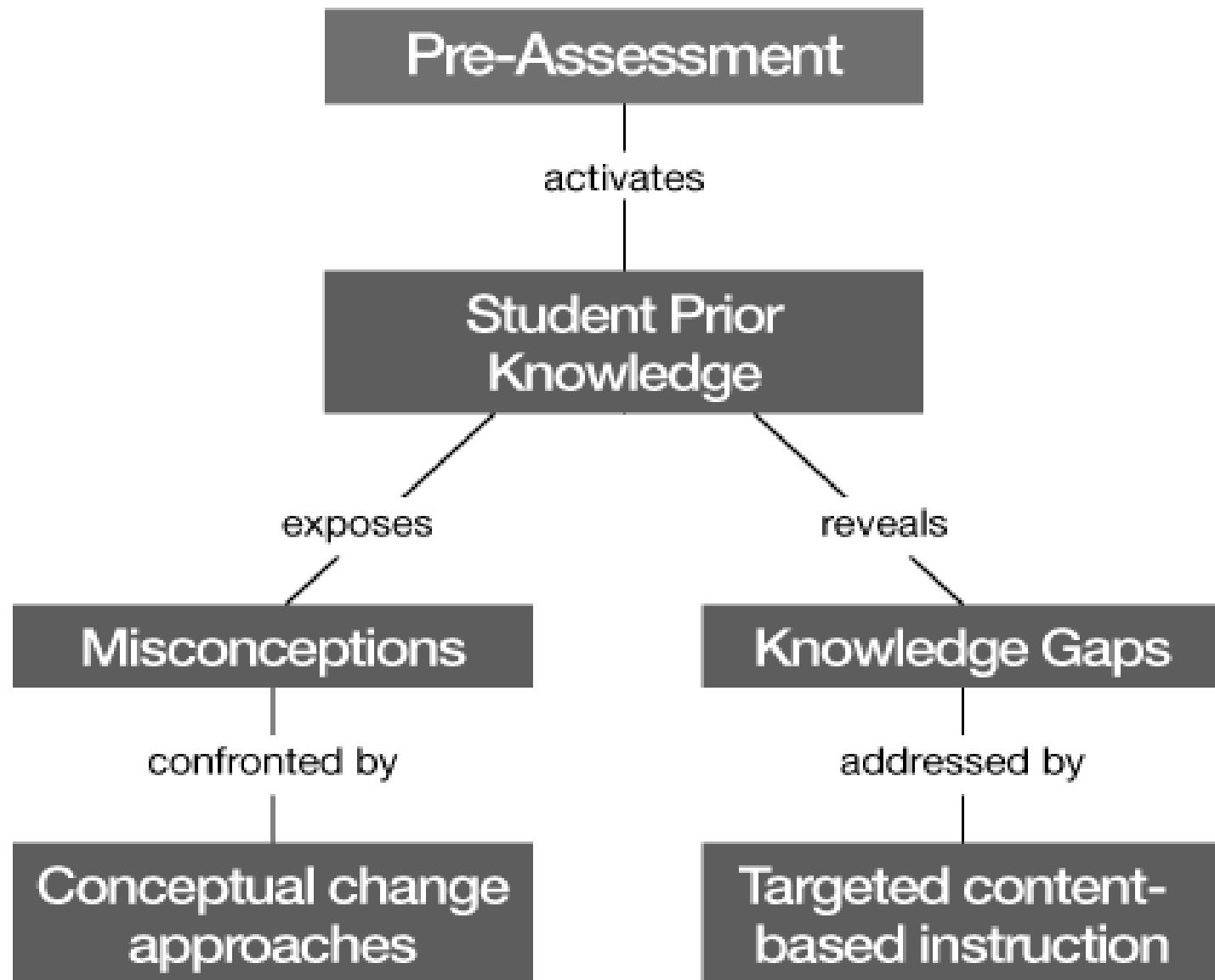
# Pre-Assess!

*Visual designs:* flow charts, graphs, tables, matrices, illustrations, cartoons

*Selected response:* multiple choice, true/false, matching

*Constructed response:* fill-in-blank, short answers, quick write, exit slip, diagram labeling







I've mapped out the concepts I've already grasped to save you time.

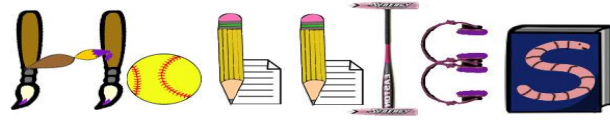


# Interest

**Interest** refers to a child's affinity, curiosity, or passion for a particular topic or skill.



Amateur Astronomy  
 Amateur Radio  
 Arts  
 Beachcombing  
 Beadwork  
 Bell Ringing  
 Birding  
 Button Collecting  
 Candle Making  
 Casino Gambling  
 Cloud Watching  
 Collecting  
 Crafts  
 Crochet  
 Cross-Stitch  
 Crossword Puzzles  
 Diecast Collectibles  
 Digital Photography  
 Dolls  
 Drawing  
 Dumpster Diving  
 Electronics  
 Fishing  
 Freshwater Aquariums  
 Frisbee Golf - Frolf  
 Games  
 Geocaching  
 Genealogy  
 Golf  
 Guitar  
 Handwriting Analysis  
 Home Brewing  
 Home Theater  
 Hula Hooping  
 Illusion  
 Jet Engines  
 Jewelry Making



**Do your students  
have any of these  
hobbies?**

Juggling  
 Kites  
 Knitting  
 Knotting  
 Macramé  
 Magic  
 Models  
 Motorcycles  
 Needlepoint  
 Painting  
 Photography  
 Pottery  
 Puppetry  
 Pyrotechnics  
 Quilting  
 Reading  
 Rockets  
 Rock Collecting  
 Rummage Sales  
 Saltwater Aquariums  
 Skateboarding  
 Scrapbooking  
 Sewing  
 Sketching  
 Soap Making  
 String Figures  
 Tennis  
 Textiles  
 Tombstone Rubbing  
 Tool Collecting  
 Toy Collecting  
 Treasure Hunting  
 Urban Exploration  
 Wine Making  
 Woodworking  
 Writing

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Reproduction rights obtainable from  
www.CartoonStock.com

guy  
rGdd

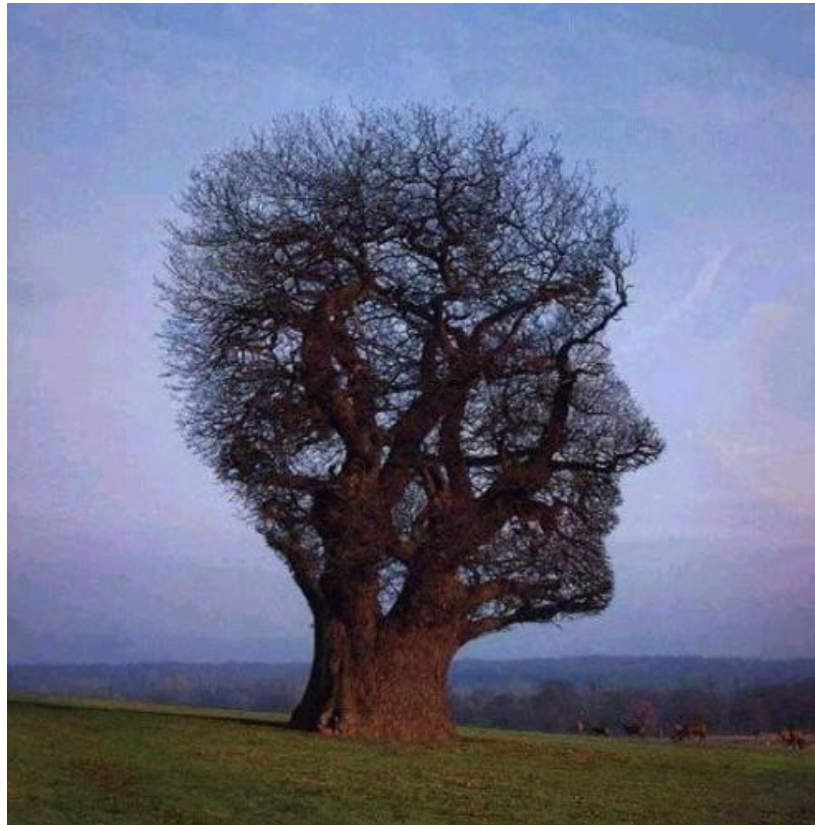


searchID: gra0604115

STEVE WAS INNOCENTLY PLAYING WITH  
HIS FLAGS WHEN, ALL OF A SUDDEN,  
SOMETHING TERRIBLE HAPPENED.

# Learning profile

***Learning profile** has to do with how students learn. Some are visual learners, auditory learners, or kinesthetic learners.*



# Elements to consider for Learning Profiles

## **Cognitive Style**

creative/conforming  
essence/facts  
whole-to-part/part-to-whole  
expressive/controlled  
nonlinear/linear  
inductive/deductive  
people-oriented/task or object-oriented  
concrete/abstract  
collaboration/competition  
interpersonal/introspective  
easily distracted/long attention span  
group achievement/personal achievement  
oral/visual/kinesthetic  
reflective/action-oriented

## **Group Orientation**

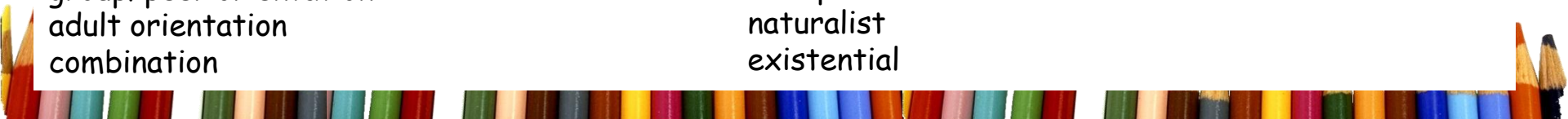
independent/self-orientation  
group/peer orientation  
adult orientation  
combination

## **Learning Environment**

quiet/noise  
warm/cool  
still/mobile  
flexible/fixed  
"busy"/"spare"

## **Intelligence Preference**

analytic  
practical  
creative  
verbal/linguistic  
logical/mathematical  
spatial/visual  
bodily/kinesthetic  
musical/rhythmic  
interpersonal  
intrapersonal  
naturalist  
existential





# Learner Profile Card

Gender Stripe	
Auditory, Visual, Kinesthetic Modality	Analytical, Creative, Practical Sternberg
<div><u><i>Student's Interests</i></u></div>	
Multiple Intelligence Preference Gardner	Array Inventory





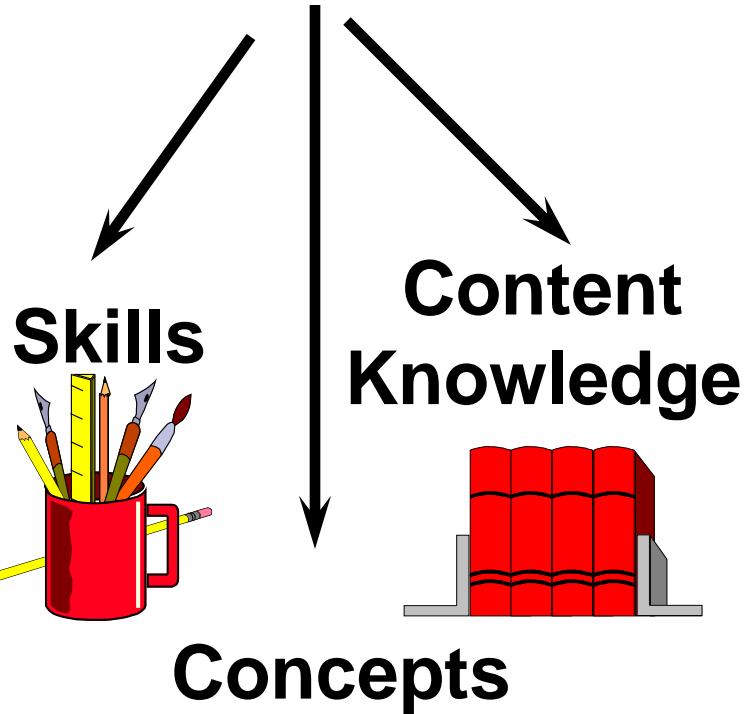


"As we start a new school year, Mr. Smith,  
I just want you to know that I'm an Abstract-  
Sequential learner and trust that  
you'll conduct yourself accordingly!"

*Browning*

## Pre-Assessment

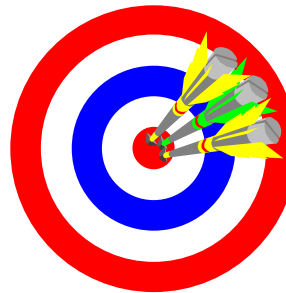
### READINESS



## Survey

### INTEREST

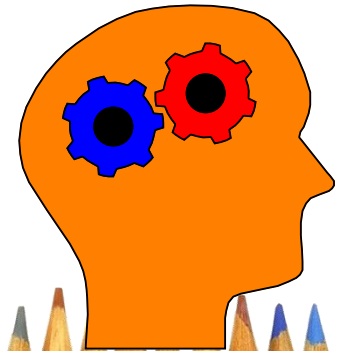
- Interest Surveys
- Interest Centers
- Self-Selection



## Inventory

### LEARNING PROFILE

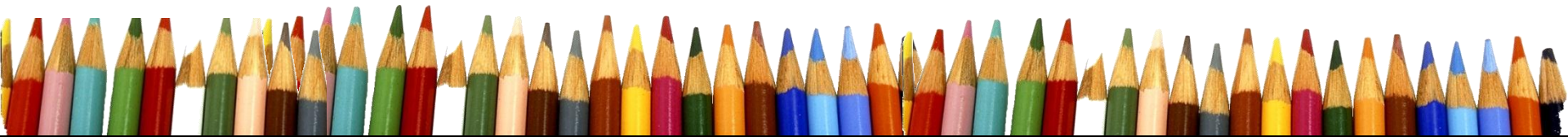
- Areas of Strength and Weakness
- Work Preferences
- Self Awareness



You know your  
students  
interests,  
readiness levels  
and learning  
preferences.  
What do you do  
with the data???



How to Use the data...



# FLEXIBLE GROUPING

*Don't always group  
just by readiness!!!!*

Fluid membership -  
Based upon the  
Student's  
Learning Needs

Readiness

Interest

Learning Style



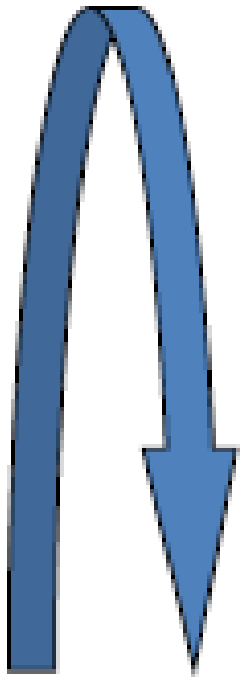
# What's the Point?



Readiness

Interest

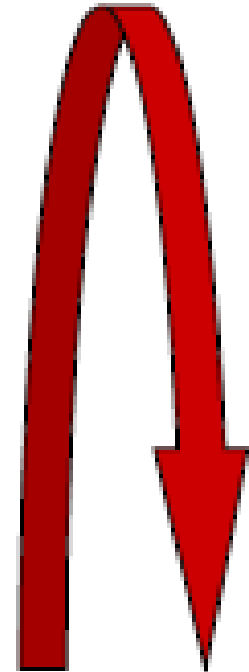
Learning  
Profile



Growth



Motivation



Efficiency

# Carol Ann's Overview

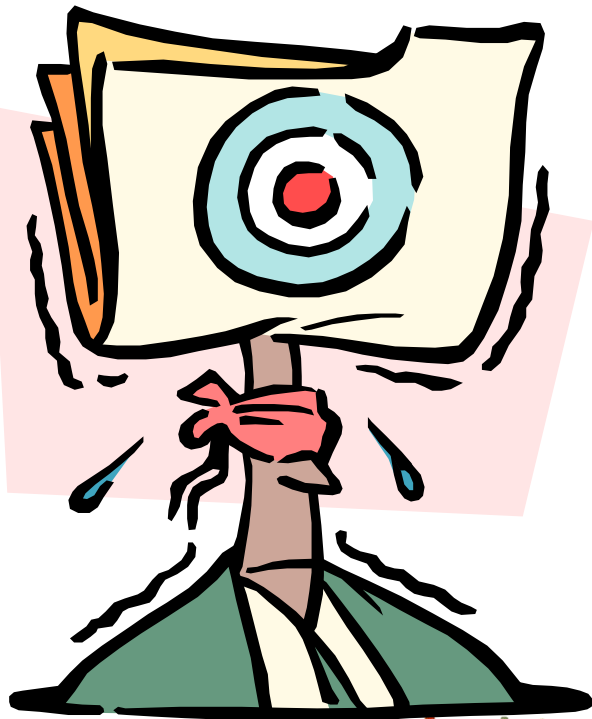


Homepage - Differentiation Central.wmv





# What goals are we trying to achieve through differentiation?



- Increased academic learning
- Increased confidence in learning
- Enhanced intrinsic motivation for learning
- Self-directed learning behaviors



# Why does it work?

- Differentiation increases the match between where the student is and what they are to learn.
  - Zone of Proximal Development (1962)
  - Varying levels of scaffolding
  - Varying degrees of challenge
  - Varying degrees of autonomy
  - Optimal learning

Vygotsky

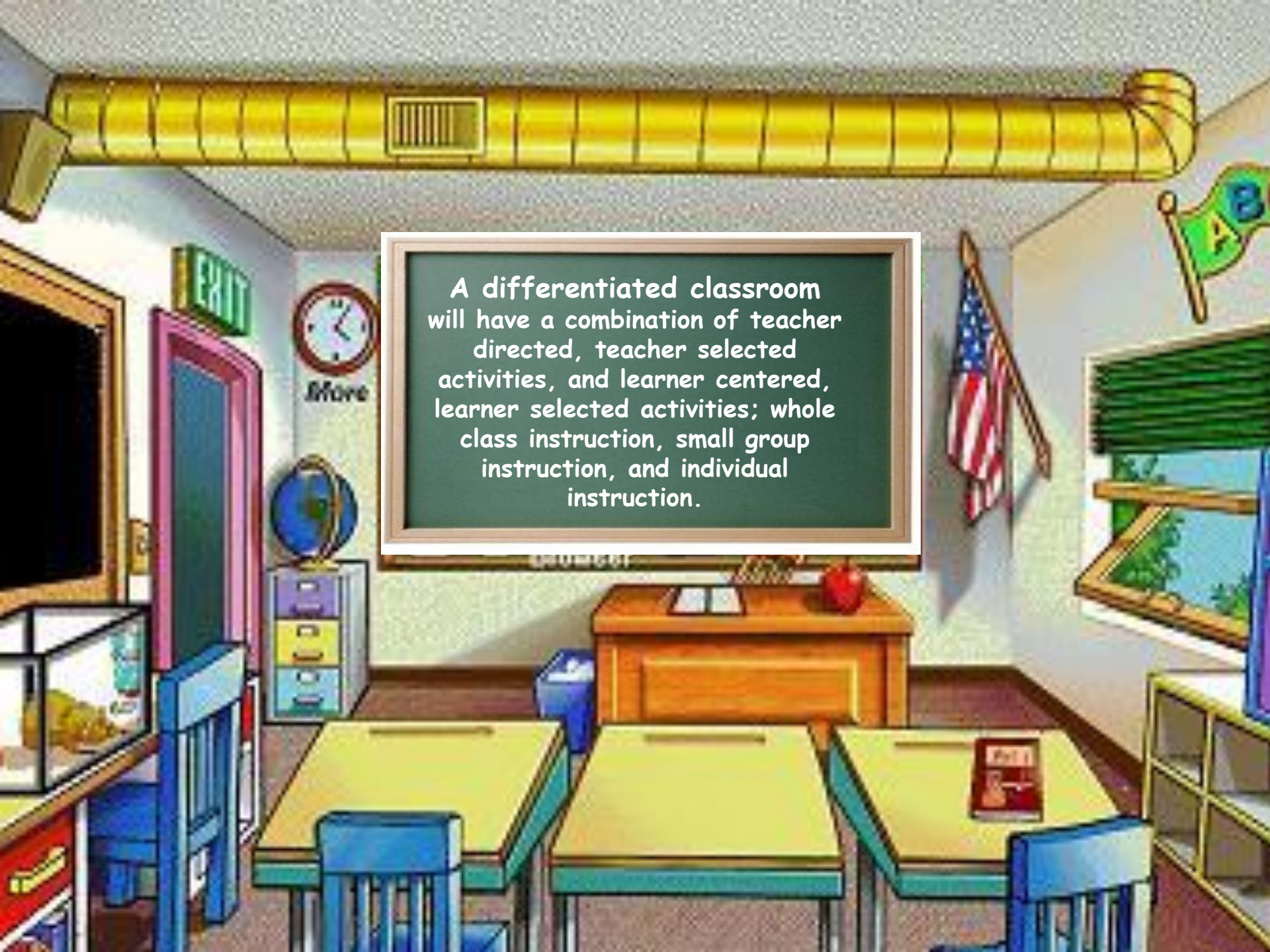


# Research supports differentiation

- We think, learn, and create in different ways.
- Intelligence is fluid, it is not fixed and therefore can be amplified.
- Learning is more natural.

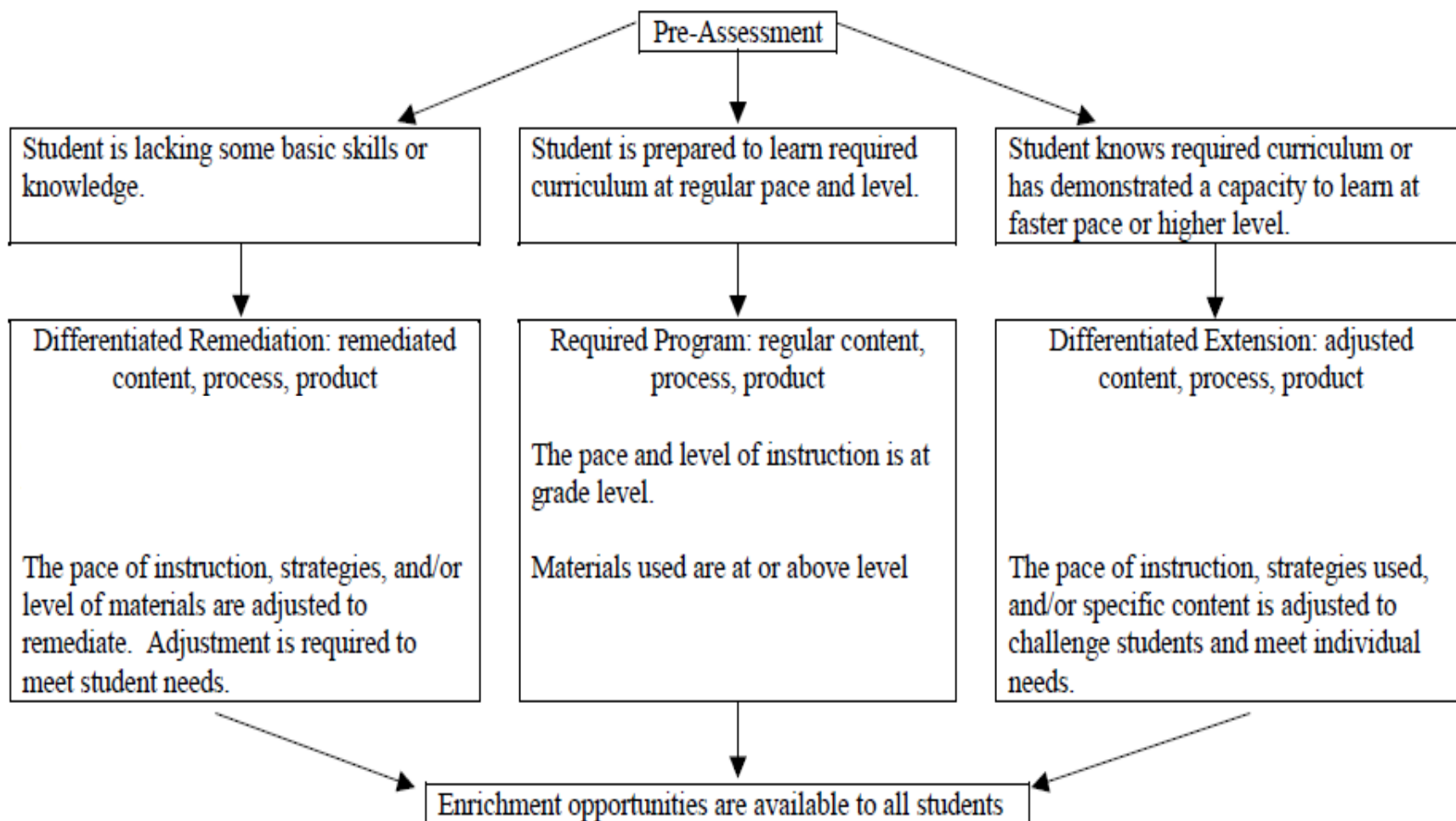






A differentiated classroom  
will have a combination of teacher  
directed, teacher selected  
activities, and learner centered,  
learner selected activities; whole  
class instruction, small group  
instruction, and individual  
instruction.

## Differentiation Framework



**Instruction is  
Differentiated Depending  
on a Student's...**

**Learning  
Style Profile**

**Interests**

**Readiness**

**by varying  
the...**

**Content**

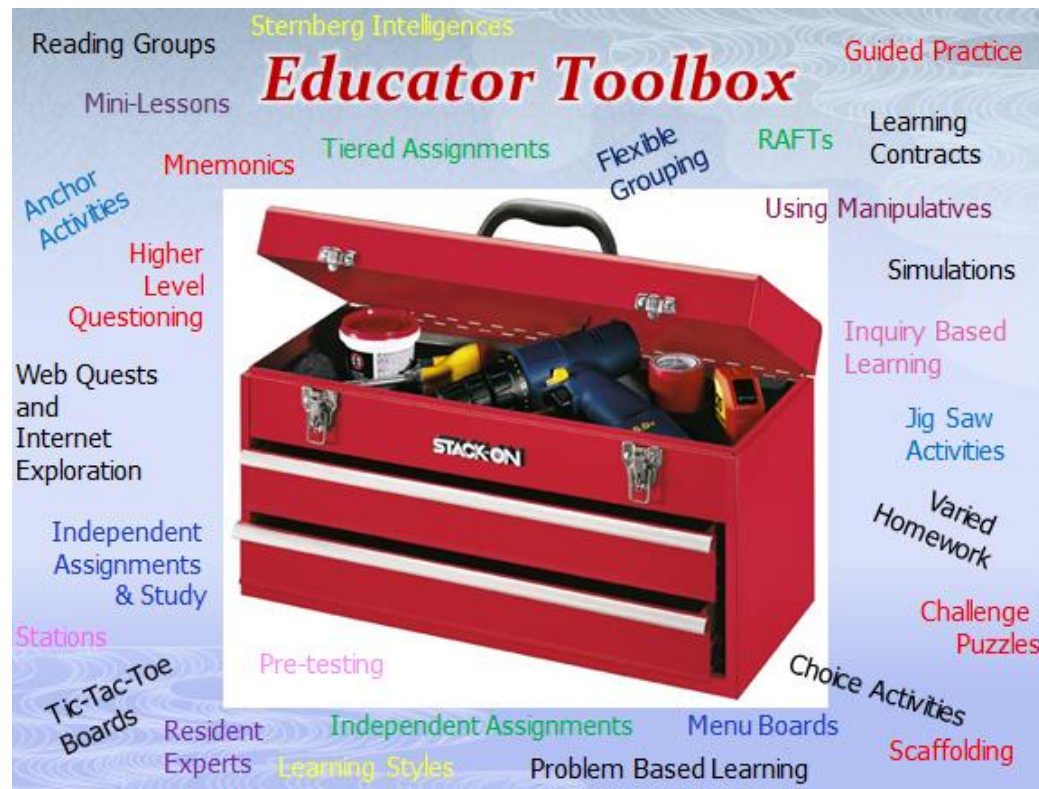
**Process**

**Product**





# Your differentiation toolbox always has room for more...



# So what works in the classroom?

*Choices of review activities*

Low prep Strategies

*Games*

**Homework options**

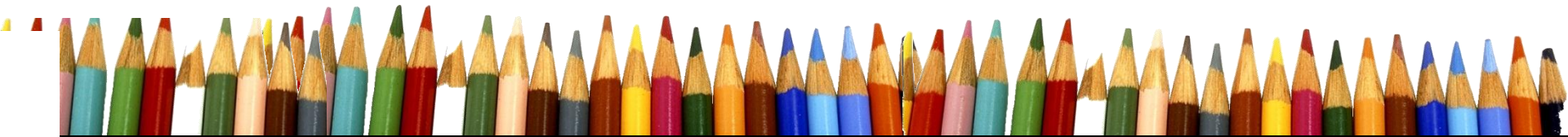
***Varied graphic organizers***

Varied journal prompts, spelling or vocabulary lists

**MULTIPLE LEVEL OF QUESTIONS**

*Learning style options*

***Choices of books***



# Right Now Resource

The Wiki Site!

<http://fairwood.wikispaces.com>



# Your Turn!

	Content	Process	Product
Skill Level			
Interest			
Learning Style			



# Your turn!



Content, process product?

Skill level, interest level, learning style?

1. Some students work in small groups with teacher's guidance. Another group works independently on extension activities.



# Your Turn!

	Content	Process	Product
Skill Level		1. Some students work in small group with the teacher's guidance. Another group works independently on extension activities.	
Interest			
Learning Style			







# Your turn!



2. Students choose which homework activity they want to do over a given lesson.

Choices are: make a map, perform a skit, draw a timeline, or write a summary.



# Your Turn!

	Content	Process	Product
Skill Level		1. Some students work in small group with the teacher's guidance. Another group works independently on extension activities.	
Interest			
Learning Style			2. Students choose which homework activity they want to do over a given lesson. Choices are: make a map, perform a skit, draw a timeline, or write a summary.





# Your turn?



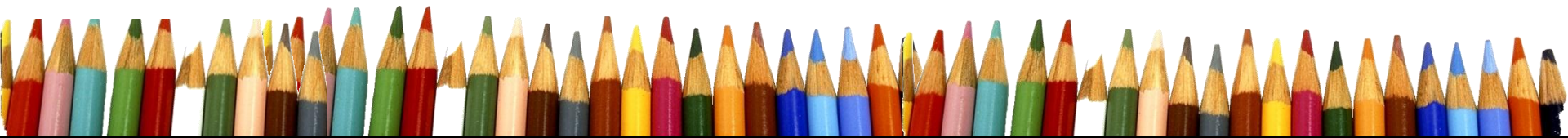
3. Students choose what mammal they want to research for a life science project.



# Your Turn!

	Content	Process	Product
Skill Level		1. Some students work in small group with the teacher's guidance. Another group works independently on extension activities.	
Interest	3. Students choose what mammal they want to research for a life science project.		
Learning Style			2. Students choose which homework activity they want to do over a given lesson. Choices are: make a map, perform a skit, draw a timeline, or write a summary.





# Need motivation?



"What do you think . . . should we get started on that motivation research or not?"





**A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they've sent us the wrong kids.**



NOTE: Illustration from "Readiness 2000: Rethinking Rhetoric and Responsibility" by S. L. Kagan, 1990, *Phi Delta Kappan*, 72.

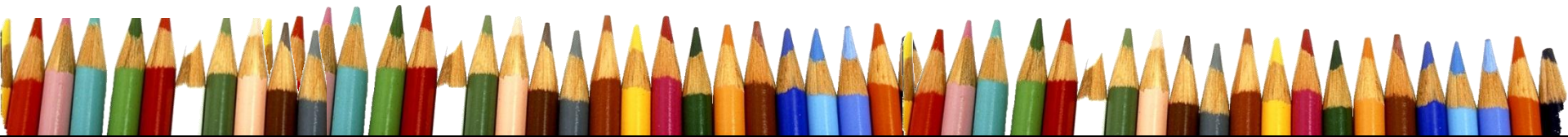
# Reasons not to give up...The story of one Wrong Kid...



Ben Carson Story.wmv



# Getting Started





Video Archive - Differentiation Central.flv

# The 5 Plan



In five minutes...

In five days...



In five weeks...

In five months...



In five years...

**What Works for Differentiating Instruction in  
Elementary Schools**  
*How you can start personalizing learning in 5 minutes, 5 days, 5 weeks, 5 months, and beyond.*



# Fist to Five



**I am willing to try something  
new from the five plan!**





# Reflections for the day...







## Pair and Share

Who were some of the students depicted in the video clip? Did faces and names appear for you?





## Post Assessment-

Has your level of expertise changed? Use a Blue Sticky Dot to rate yourself on your level of expertise regarding differentiation on your way out.